

Illinois Early Learning Council
February 26, 11am-2pm
Roosevelt University, 425 S. Wabash Ave., Chicago, IL 60605
Conference Line: 888-494-4032, Access code: 6113045703

Agenda

1. **Welcome and Updates** – Phyllis Glink and Emily Bastedo (15 min)
 - Update on the Governor’s Budget – Emily Bastedo
2. **DHS Update** – Diane Grigsby-Jackson (10 min)
3. **Committee Reports** (45 min)
 - Quality Committee – Dan Harris and Teri Talan
 - Access Committee– Maria Whelan and George Davis
 - Integration & Alignment Committee– Shauna Ejeh and Karen Berman
 - Home Visiting Taskforce– Gaylord Gieseke and Diana Rauner
4. **Illinois Early Childhood Court Team** – Dr. Kimberly Mann (15 min)
5. **Break** (20 min)
6. **Mental Health Consultation Initiative** – Colette Lueck, Tiffany Burkhardt, and Denise Castillo Dell Isola (15 min)
7. **Report on P2 Indicators (ESSA)** – Elliot Regenstein (15 min)
8. **State Department Updates** (30 min)
 - OECD – Dr. Cynthia Tate
 - ISBE – Lynn Burgett
 - DCFS – Dr. Kimberly Mann
9. **Announcements** (15 min)
 - FY17 ELC Annual Report – Dr. Cynthia Tate
10. **Adjourn**

Illinois Early Learning Council

Our **vision** is that a continuous and strong, high-quality early learning system enables children to enter kindergarten and grow up safe, healthy, happy, ready to succeed, and eager to learn. Our **mission** is to collaborate with child-serving systems and families to meet the needs of young children, prioritizing those with the highest need. We do this via comprehensive early learning services for children and families prenatally to age five.

Our **strategy** is to serve as the voice of early childhood by calling for investment in critical components of the early childhood system, with a particular focus on high need, hard to reach children and families.

We **value** doing so in a way that is culturally and linguistically responsive, values the whole child, forwards community partnerships, relies upon collaboration across systems, increases equitable access, engages families, increases family self-sufficiency, and demonstrates high quality.

Our **intended impact** is to create greater access to high quality early learning programs, assessments, and supportive interventions so children, including those with special needs, enter school kindergarten ready.